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Serial Number #19-20-3

TO: President David Dooley
FROM: Bahram Nassersharif, Chairperson of the Faculty Senate

1. The attached BILL titled, the Curricular Report #2019-20-2 from the Graduate Council to the Faculty Senate: Ph.D. Program in Health Sciences, is forwarded for your consideration.
2. This BILL was adopted by vote of the Faculty Senate on October 24, 2019.
3. After considering this bill, will you please indicate your approval or disapproval. Return the original, completing the appropriate endorsement below.
4. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective November 14, 2019 three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; or (3) the University Faculty petitions for a referendum.




Bahram Nassersharif
Chairperson of the Faculty Senate

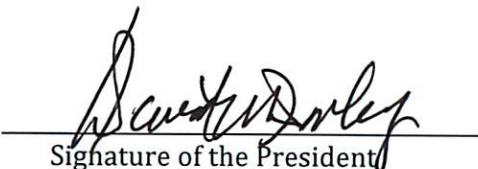
October 24, 2019

ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

- a. Approved ____.
- b. **Approved subject to Notice of the Council on Postsecondary Education** .
- c. Disapproved ____.


Signature of the President

11.7.19
(date)

THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND
NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE
FACULTY SENATE
CURRICULAR REPORT 2019-2020-2; 7 October 2019

At Meeting No. 524 held on 07 October 2019, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

SECTION I
ABSTRACT AND BACKGROUND INFORMATION

ABSTRACT (modified from proposal)

The Graduate Council approved a proposal from the College Health Sciences to create a ***new Ph.D. program in Health Sciences***. The Ph.D. in Health Sciences is a college-wide degree with faculty from multiple departments/programs in the College of Health Sciences including Communicative Disorders (CMD), Human Development and Family Studies (HDF), Kinesiology (KIN), and Nutrition and Food Sciences (NFS). The program will focus on health, wellness, and quality of life across the lifespan.

BACKGROUND (modified from proposal)

The proposed Ph.D. program in Health Sciences will serve as a unique mechanism to provide high quality, collaborative, interprofessional training in one of the most critical areas of study today. The potential impact that research in health sciences will have on improving the quality of life of the population of Rhode Island, the rest of the nation, and internationally, is certainly in keeping with URI's stated mission of civic involvement as well as intellectual leadership. A minimum of 72 credit hours post-baccalaureate is required for the Ph.D. There are four sub-plans (CMD, HDF, KIN, NFS) that align with the four disciplines that make up this program. Students will take 6 credits of disciplinary (related to sub-plan) course work. All dissertation credits are taken within the subplan. Up to 30 credits from a previously-earned master's degree in CMD, HDF, KIN, and NFS can be applied toward the PhD. A minimum of 42 credits must be taken at the University of Rhode Island. Required course work, research credits and dissertation credits depend on the preparation and study plan of the individual student.

SECTION II
RECOMMENDATION

The Graduate Council approved the proposal to create a ***new Ph.D. program in Health Sciences*** at its Meeting No. 524 held on 07 October 2019, and forwards it to the Faculty Senate with a recommendation for approval.

A Proposal for: Establishing a Ph.D. degree in Health Sciences

Date: February 15, 2019

A. PROGRAM INFORMATION

A1. Name of institution

University of Rhode Island

A2. Name of department, division, school or college

Participating Departments: Communicative Disorders, Human Development and Family Studies, Kinesiology, and Nutrition and Food Sciences

College: College of Health Sciences

A3. Title of proposed program and Classification of Instructional Programs (CIP) code

Program title: Ph.D. in Health Sciences

Classification code (CIP): 51.0000

A4. Intended initiation date of program change. Include anticipated date for granting first degrees or certificates, if appropriate.

Initiation date: September 2020

Anticipated first degrees granted: May 2021

A5. Intended location of the program

College of Health Sciences

A6. Description of institutional review and approval process

Departments:

College: CHS Curriculum Committee

College: Faculty

CAC/Graduate Council

Faculty Senate

President of the University

Approval Date

Spring 2018

11/30/2018

12/07/2018

A7. Summary description of proposed program (not to exceed 2 pages)

Health Sciences is a rapidly changing and evolving discipline, requiring highly trained, critical thinkers to solve some of society's biggest health-related problems. The Ph.D. in Health Sciences is a college-wide degree with faculty from multiple departments/programs in the College of Health Sciences including but not limited to Communicative Disorders (CMD), Human Development and Family Studies (HDF), Kinesiology (KIN), and Nutrition and Food Sciences (NFS). The program will focus on health, wellness, and quality of life across the lifespan. Research will bring together faculty and students to solve important health-related problems through a mix of basic, applied and translational science. The program allows students the opportunity to gain experience in the various disciplines that make up health

sciences and provides them with the opportunity for advanced content knowledge and in-depth training in one discipline or area of study. As part of the College of Health Sciences, the existing PhD program in Psychology will remain a separate degree, but faculty will have the opportunity to contribute to and enhance the proposed PhD in Health Sciences.

Students are eligible to apply for this program after earning a master's degree in a health-related field. Individualized plans of study will be designed for each student upon acceptance into the program. All students will complete coursework, conduct research, and write a dissertation related to their area of interest (see Section E for curriculum). Contributing to student success is training in our cutting-edge research laboratories and clinics, such as the Speech and Hearing Center, Human Performance Laboratory, Lipid Laboratory, Bone Density Laboratory, Energy Balance Laboratory, Motion Analysis Laboratory, and Child Development Center, to name a few. Upon completion of the program, graduates will have depth and breadth of training and instruction in the health sciences as well as advanced clinical and laboratory skills and significant research experience.

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review

Name: Deborah Riebe

Title: Associate Dean, College of Health Sciences

Phone: 874-5444

Email: debriebe@uri.edu

A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

N/A

B. RATIONALE: There should be a demonstrable need for the program.

The University of Rhode Island is the only public research university serving the population of Rhode Island. There is a demand from the residents of the state for programs that allow them to participate in advanced training and preparation for high paying jobs in the academic and corporate arenas of health. This program is directly aligned with the state's efforts to further develop a knowledge-based economy, and advances the University's emphasis on health programs.

The University has spent considerable effort in setting the stage for better cooperation and coordination across health-related programs. The Academic Health Collaborative, the newly formed College of Health Sciences and the Institute for Integrated Health and Innovation are all recent positive steps that have occurred; an advanced degree (PhD) in the Health Sciences, with focused as well as collaborative and interdisciplinary efforts from multiple departments is the next step for the University and the State of Rhode Island.

B1. State the program objectives.

1. To support research and advanced training in a diverse range of health-related programs
2. To meet societal needs
 - a. There is a critical and increasing shortage of highly qualified Ph.D. faculty prepared to perform research and provide cutting edge training for the next generation of students.
 - b. Improve the health and wellness of all individuals across the lifespan.
3. To enhance collaborative involvement in research and didactic training across the college.

B2. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

- a. What is the economic need and workforce data related to the program?

The number of unfilled PhD faculty vacancies in health-related disciplines is significant and growing, caused by both an expansion of entry-level programs and significant numbers of retiring PhD faculty. For example, in Communicative Disorders, estimates are that 29% of faculty openings between 2014 and 2019 will remain unfilled (2013 CSD Education Survey).

With societal challenges such as the aging population, obesity, health disparities, poor nutrition, developmental disabilities, and low levels of physical activity, there is a need for both researchers and highly trained workforce leaders to protect and improve the health and wellness of the public. Careers in health sciences are expected to see substantial growth of the next decade and into the future. According to the U.S. Department of Labor's Bureau of Labor Statistics, the field of health sciences is expected to have a job growth rate of 11 percent between 2012 and 2022.

b. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.

Employment opportunities for graduates in the university and other research environments are expected to be large and continue to grow. Many opportunities outside of higher education and research exist, such as Medical Science Liaison, Research Scientist, Medical Communication Specialist, Medical and Health Manager, Executive Director of Medical Fitness, private industry, and federal and state agencies such as the Centers for Disease Control and Prevention (CDC) and the Department of Health.

According to the Chronicle of Higher Education, on October 1, 2018 there were 411 full time faculty positions available in the disciplines associated with this degree. Examples of other career paths, salaries, and the job outlook include: Medical and Health Services Manager (median salary \$98,350; job outlook 2016 to 2026, 20% increase), Health Research Scientist (median salary \$82,090; job outlook 2016 to 2026, 13% increase); Health Specialties Education (median salary 90,840; job outlook (2014-2024, 19% increase); Postsecondary Teachers (median salary \$76,000; job outlook 2016-2026, 15%).

B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.

N/A. The program was developed by an internal committee made up of representatives from all departments across the College of Health Sciences.

C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.

In keeping with the University of Rhode Island's status as the state's public research university, the proposed Ph.D. program in Health Sciences will serve as a unique mechanism to provide high quality, collaborative, interprofessional training in one of the most critical areas of study today. The potential impact that research in health sciences will have on improving the quality of life of the population of Rhode Island, the rest of the nation, and internationally, is certainly in keeping with URI's stated mission of civic involvement as well as intellectual leadership. Leadership in the fields of the health sciences requires a means to draw individuals to URI for doctoral-level study to take advantage of the expertise found in the departments of the College of Health Sciences. By offering a creative framework to foster systematic production of cutting-edge research, a Ph.D. program in Health Sciences will promote URI's mission to stimulate both learning and community engagement. At the same time, the preparation of future leaders in the fields of health sciences will ensure a lasting legacy of scholarship. Development of a Ph.D. program in Health Sciences is a logical next step following the formation of the College of Health Sciences.

C2. Explain the relationship of the program to other programs offered by the institution.

Students in the Health Sciences Ph.D. program will have the option to take courses in the Department of Psychology, Department of Computer Science and Statistics, School of Education, and College of Nursing (see Section E). Doctoral students can choose to take courses across academic departments throughout URI. Because of the effect of lifestyle on the brain and cognition, it is likely that there will be collaborations with the Interdisciplinary Neuroscience Program.

D. INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.

D1. List similar programs offered in the state and region, and compare the objectives of similar programs. If similar programs exist, how is this program different or why is duplication necessary?

Four departments are collaborating to create the Ph.D. in Health Sciences. To address question D1, we will first consider existing Ph.D. programs in the four individual departments and programs included in the proposed joint Ph.D. program within the state and in other land grant universities in the New England region:

- Communicative Disorders: Ph.D. program at UMass Amherst, University of Connecticut, Boston University
- Human Development and Family Studies at Tufts University
- Kinesiology: Ph.D. programs at UConn, UMass Boston, UMass Amherst
- Nutrition and Food Sciences – URI currently has seven NFS Ph.D. students enrolled in the Biological and Environmental Sciences program in the College of the

Environmental Life Sciences. Other Ph.D. programs at UConn, U Maine and UMass Amherst.

Because of the need for Ph.D. programs in these academic areas, we have developed a Ph.D. in Health Sciences that builds on the strengths of our departments. The proposed Ph.D. program differs from established programs because it combines content areas to take a college-wide approach to understanding some of the most important health issues of today through an interdisciplinary seminar course and the potential for interdisciplinary research. At the same time, the program offers students with the opportunity for advanced content knowledge and in-depth training in one discipline (see section E1).

D2. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication?

This proposal is not expected to have an impact on other public higher education institutions in Rhode Island. The Community College of Rhode Island (CCRI) does not offer doctoral programs. Rhode Island College's (RIC) doctoral programs are limited to a Doctor of Nursing Practice (DNP) and the joint URI/RIC Ph.D. program in Education. Because there is no expected impact at CCRI or RIC, we have not communicated with these institutions. Brown University, Johnson and Wales University, Bryant University, Roger Williams University and Providence College do not offer a Ph.D. in Health Sciences. Brown University has a Ph.D. in Health Services, but the focus of that program is on the healthcare industry which is quite different than the proposed program. Students in the Master's in Public Health program at Brown University may have interest in this Ph.D. program.

D3. Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable (see [Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs](#)).

N/A. No similar Ph.D. programs exist in the state.

D4. Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)

a. How does this program align to academic programs at other institutions?

N/A. No similar Ph.D. programs exist in the state.

b. Are recipients of this credential accepted into programs at the next degree level without issue?

N/A. This is a terminal degree.

c. How does this program of study interface with degree programs at the level below them?

Currently, URI has Master's degree programs in the areas of Communicative Disorders, Human Development and Family Studies, Kinesiology and Nutrition and Food Sciences that may act as feeder programs into the Ph.D. program. A new Ph.D. program will serve to enhance the training, mentorship and research abilities of undergraduate and master's students by providing vertical research teams. It is anticipated the master's and doctoral students may take some courses in common.

D5. If external affiliations are required, identify providing agencies (indicate the status of any arrangements made and append letters of agreement, if appropriate).

External affiliations are not required.

D6. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).

The PhD in Health Sciences will be available to students under the NEBHE Regional Student Program for all New England states.

E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.

E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

Ph.D. in Health Sciences is reflective of the college name. We view the term "health sciences" as a non-specific umbrella term that reflects the variety of disciplines that make up the college. The PhD program in Health Sciences has four subplans: Communicative Disorders, Human Development and Family Studies, Kinesiology and Nutrition and Food Sciences.

a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.

Credit Requirements

A minimum of 72 credit hours post-baccalaureate is required for the Ph.D. Up to 30 credits from a previously-earned master's degree can be applied toward the PhD if related to the discipline (i.e., sub-plan). A minimum of 42 credits must be taken at the University of Rhode Island. Required course work, research credits and dissertation credits depend on the preparation and study plan of the individual student. All degree candidates are required to prepare a Program of Study in consultation with their major professor and doctoral committee. Written and oral comprehensive examinations and a defense of dissertation are required.

All credit requirements are minimum recommendations. The major professor and doctoral committee may require additional coursework and research credits, with specific requirements made on a case-by-case basis.

Curriculum: 42 credits (minimum). A student's formal curriculum plan will include an interdisciplinary seminar, course work and research/dissertation credits. The doctoral degree in Health Sciences is designed to foster excellence in research. Students will be involved in active research projects throughout their PhD program through completion of a dissertation (minimum of 18 credits) and other research experiences (maximum of 9 credits). Students are highly encouraged to complete at least one interdisciplinary research experience (3 or more credits of 691 in a different subplan) as part of their program of study. Students will establish their programmatic expertise by completing all dissertation credits in their chosen sub plan.

Seminar

- CHS 601 Seminar in Health Sciences (1 credit); repeated three times (for 3 credits total)

Course Work

- 12 credits including a minimum of 6 credits in statistics and/or research methods (such as the following) and the remaining credits in discipline or career related courses.
 - CMD 504 Research in Communicative Disorders
 - EDP 612 Qualitative Analysis in Educational Research (3 credits)
 - HDF 570 Research in Human Development and Family Studies
 - KIN 530 Research Methods and Design in Exercise Science
 - NFS 505 Methods in Nutrition Research
 - NUR 651 Advanced Methods in Nursing Research I (Qualitative Methods)
 - PSY/STA 532 Experimental Design (3 credits)
 - PSY 533 Advanced Quantitative Methods in Psychology (3 credits)
 - PSY 611 Methods of Psychological Research and Experimental Design (3 credits)
 - STA 501 Analysis of Variance and Variance Components
 - STA 502 Applied Regression Analysis
 - STA 520 Fundamentals of Sampling and Application
 - STA 535 Statistical Methodology in Clinical Trials
 - STA 536 Applied Longitudinal Analysis
 - STA 541 Multivariate Statistical Methods

Research

- A total of 27 credits using a combination of special projects (691) and dissertation (699) credits, with no less than 18 credits for the dissertation. Each subplan has a dissertation research course (i.e., NFS 699, KN 699, HDF 699, CMD 699). Dissertation credits must be taken in the sub plan that the student is completing.

New Course Descriptions

CHS 601 Seminar in Health Sciences (1 credit)

Reports and discussions of current topics in health sciences, as well as oral reports of dissertation research topics in progress.

CMD 691 Research in Communicative Disorders (1-3 credits)

Assigned research on an advanced level. Students are required to outline the problem, conduct the necessary literature survey and experimental work, and present their observations and conclusions in a report. (Independent Study). May be repeated for up to 6 credits.

HDF 691 Research in Human Development and Family Studies (1-3 credits)

Assigned research on an advanced level. Students are required to outline the problem, conduct the necessary literature survey and experimental work, and present their observations and conclusions in a report. (Independent Study). May be repeated for up to 6 credits.

KIN 691 Research in Kinesiology (1-3 credits)

Assigned research on an advanced level. Students are required to outline the problem, conduct the necessary literature survey and experimental work, and present their observations and conclusions in a report. (Independent Study). May be repeated for up to 6 credits.

CMD 699 Doctoral Dissertation Research (1-12 credits)

Number of credits is determined each semester in consultation with the major professor or program committee. (Independent Study). S/U credit.

HDF 699 Doctoral Dissertation Research (1-12 credits)

Number of credits is determined each semester in consultation with the major professor or program committee. (Independent Study). S/U credit.

KIN 699 Doctoral Dissertation Research (1-12 credits)

Number of credits is determined each semester in consultation with the major professor or program committee. (Independent Study). S/U credit.

Curriculum Display

YEAR 1	
Fall Semester	Spring Semester
Statistics/Methods (3 cr) CHS 601 (1 cr) Subplan Course (3 cr)	Statistics/Methods (3 cr) Research/691 (3 cr)
YEAR 2	
Fall Semester	Spring Semester
CHS 601 (1 cr) Subplan Course (3 cr) Research/691 (3 cr)	Research/691 (3 cr) Dissertation/699 (3 cr)
YEAR 3	
Fall Semester	Spring Semester
Dissertation/699 (6 cr) CHS 601 (1 cr)	Dissertation/699 (9 cr)

- b. Are there specializations and/or tracks/options/sub-plans/concentrations?
If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.**

Yes. There are four sub-plans that align with the four disciplines that make up this program. Students will take 6 credits of disciplinary (related to sub-plan) course work. All dissertation credits are taken within the subplan.

Transcripts will reflect the following sub-plans:

Degree = PhD in Health Sciences

Plan = Health Sciences

Sub-plans = Communicative Disorders, Human Development and Family Studies, Kinesiology, and Nutrition and Food Sciences

PhD in Health Sciences Sub-Plans

The PhD in Health Sciences subplans:

- Communicative Disorders
- Human Development and Family Studies
- Kinesiology
- Nutrition and Food Sciences

Sub-Plan in Communicative Disorders Requirements:

- Seminar: 3 credits
- Course Work: 12 credits including a minimum of 6 credits in statistics and/or research methods and the remaining credits in discipline (CMD) or career related courses
- Research: 27 credits including a minimum of 18 credits of CMD 699

Sub-Plan in Human Development and Family Studies Requirements:

- Seminar: 3 credits
- Course Work: 12 credits including a minimum of 6 credits in statistics and/or research methods and the remaining credits in discipline (HDF) or career related courses
- Research: 27 credits including a minimum of 18 credits of HDF 699

Sub-Plan in Kinesiology Requirements:

- Seminar: 3 credits
- Course Work: 12 credits including a minimum of 6 credits in statistics and/or research methods and the remaining credits in discipline (KIN) or career related courses
- Research: 27 credits including a minimum of 18 credits of KIN 699

Sub-plan in Nutrition and Food Sciences Requirements:

- Seminar: 3 credits
- Course Work: 12 credits including a minimum of 6 credits in statistics and/or research methods and the remaining credits in discipline (NFS) or career related courses
- Research: 27 credits including a minimum of 18 credits of NFS 699

c. Course distribution requirements, if any, within program.

There are no course distribution requirements.

d. Total number of free electives available after specialization requirements are satisfied.

The Ph.D. degree requires a minimum of 72 post-baccalaureate credits with a maximum of 30 credits coming from a master's degree. All of the 42 designated credits are required courses and there are no electives. Some incoming students with a master's degree may be from a non-thesis program. Those students will be required to complete an additional 6-credit research competency similar in scope to a master's thesis or provide evidence of research competency in the form of other projects, publications or similar research experiences. Additional courses may be required based on the students' background upon entry to the program.

Students will be permitted to waive required core courses if they had substantially similar courses in their previous graduate work, based on a review of the previous

course syllabus. Waivers do not include course credit. Students with waived core courses will take a greater number of electives.

- e. Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.**

Applicants must have a post-baccalaureate degree prior to acceptance into the Ph.D. program. A minimum of 72 hours past the baccalaureate is required for the PhD, with a minimum of 42 credits being taken at URI. Total degree requirements will be determined in consultation with the major professor and doctoral committee. This represents the URI minimum requirements and is traditional for PhD programs nationwide.

- f. Identify any courses that will be delivered or received by way of distance learning (refer to [Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations](#)).**

No courses will be delivered by distance learning.

- g. Is the program content guided by program-specific accreditation standards or other outside guidance?**

This program is not guided by accreditation standards.

- E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.**

There are no certification/licensing requirements.

- E3. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations and provide an assessment plan.**

- a. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) requirements for each program.**

- Goal 1: Graduates will develop a breadth and depth of knowledge in order to advance their field within the health sciences.
- Goal 2: Graduates will be prepared as scholarly research professionals their field within the health sciences.

- b. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.**

Goal 1

- 1.1 Students demonstrate a breadth of knowledge in core principles within their discipline.
- 1.2 Students use existing scholarship to advance their depth of knowledge within their discipline.

Goal 2

- 2.1: Students will apply scientific method to focused issues in order to develop the skills needed to conduct independent research and contribute to the current knowledge base within their discipline.
- 2.2: Students apply statistical procedures to manage, analyze, interpret and respond to patterns and trends in quantitative and qualitative data.
- 2.4: Students will be effective communicators of discipline-specific information.

- c. **Provide an assessment plan detailing what a student should know and be able to do at the end of the program and how the skills and knowledge will be assessed. Consult with the [Office of Student Learning, Outcomes Assessment, and Accreditation \(SLOAA\)](#) when preparing the [Learning Outcomes Assessment Plan](#) for student learning assessment. Following consultation, submit a final draft of the plan to the Chair of the [Learning Outcomes Oversight Committee](#) (LOOC) for approval by the full Learning Outcomes Oversight Committee.**

See Appendix for the assessment plan and approval by Learning Outcomes Oversight Committee.

- F. FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.**

- F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?**

Existing graduate faculty in the departments of Communicative Disorders, Human Development and Family Studies, Kinesiology, and Nutrition and Food Sciences will serve in the Ph.D. program. No additional faculty will be required. As the program continues to grow, new faculty may be incorporated into the Ph.D. program through hiring plans in the various departments. A Director of the Ph.D. in Health Sciences will be appointed from current faculty and will receive release time equivalent to one course during the first year of the program and two courses per academic year in subsequent years for the administration of this program and teaching the seminar.

- F2. List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.**

Current clerical staff in the Dean's office will provide support for this program.

- F3. Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. Include the salary and benefits information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)**

A Director of the Ph.D. in Health Sciences will be appointed from current faculty and will receive release time equivalent to one course in the first year of the program and two courses per academic year thereafter for the administration of this program and teaching the CHS seminar (CHS 601). This may result in hiring one per-course instructor in year one and two per-course instructors per year thereafter. We are conservatively using \$8616.00 for each release in case the courses being covered have 50-99 students (FY 2021, \$8616.00; FY 2022-2024, \$17232.00). We will not use per course instructors for classes with 100 or more students.

There is one new course, CHS 601 Seminar (1 credit) that will be taught each fall by the PhD Director as part of his/her course release(s). No additional funding beyond what is outlined in the previous paragraph is needed to teach new CHS courses. Beginning in year three, we are conservatively budgeting \$8616.00 to cover additional sections of statistics courses should this PhD program impact the number of sections offered by the Psychology and/or Computer Science and Statistics departments.

We are also requesting a student travel budget; doctoral students are expected to present their research at professional conferences particularly to gain employment at the end of their program. Amount FY2020, \$10,000.00; FY 2021 \$12,000.00; FY2022, \$14,000.00; FY 2023, \$15,000.00.

- G. STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social, and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.**
- G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.**

This program will draw from existing graduate degree programs and will attract new students to URI. Students who receive a Master's degree from URI will be able to apply for continued doctoral studies in Health Sciences. Students will have a foundational understanding of their home discipline and will use graduate studies extend their research knowledge and capability to be an independent researcher. Potential students will come from Communicative Disorders, Human Development and Family Studies, Kinesiology, and Nutrition and Food Sciences.

There are currently seven Ph.D. students in Nutrition enrolled in the Biological and Environmental Sciences Ph.D. program, housed in the College of the Environment and Life Sciences (CELS), the previous home of the Nutrition and Food Sciences Department. These students will change to the Ph.D. program in the College of Health Sciences upon approval of this proposal with the potential of graduating with a PhD in Health Sciences beginning in May 2020.

- G2. Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)**

The growth of the program will take time, particularly as we work to identify funding. Because the program will draw students from many disciplines, we conservatively anticipate two to four new full-time doctoral students each year for years 1-3 of the program, in addition to the existing Nutrition doctoral students. Due to limited funding (initially), we also anticipate 2-3 part-time students.

The addition of doctoral students is anticipated to improve research productivity and make the College of Health Sciences more competitive for external research funding. Because we will draw students from varied backgrounds, we anticipate a total of 14-18 doctoral students in five to seven years.

- G3. Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.**

The departments involved will support students by making available faculty who are engaged, have expertise in a wide variety of health-related areas, and who are dedicated to student success. In fact, the Department of Nutrition and Food Sciences already has a robust history of producing outstanding Ph.D. graduates. Students will be supported by research assistantships and teaching assistantships, and will have access to university resources such as the library and state-of-the-art research laboratories. Currently, there are limited research assistantships available; it is anticipated that these opportunities will grow with the addition of doctoral students and the recent addition of new faculty who are focused on research.

G4. List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.

Admission requirements: Applicants must have a post-baccalaureate degree in Communicative Disorders, Human Development and Family Studies, Kinesiology, Nutrition and Food Sciences or other appropriate discipline and must submit a personal statement describing research interests, experience and goals. Up to 30 credits from a previously-earned master's degree may be applied toward the PhD if the prior degree is in Communicative Disorders, Human Development and Family Studies, Kinesiology, Nutrition and Food Sciences. Transfer credits for students with degrees in other related disciplines will be assessed on a case-by-case basis. Applicants with course deficiencies will be expected to take additional coursework to ensure expertise. It is expected that the applicant will contact prospective research mentors to discuss the potential for graduate study.

Retention requirements: A minimum of 72 hours past the baccalaureate is required for the PhD, with 42 credits being taken at the University of Rhode Island. Required course work and research/dissertation credits depend on the preparation and study plan of the individual students. All degree candidates are required to prepare a Program of Study in consultation with their major professor and doctoral committee. Written and oral comprehensive examinations and a defense of dissertation are required.

All students are subject to rules governing dismissal put forward by the Graduate School and presented in the Graduate School Manual (sections 4.9 and 4.95).

G5. Indicate available funds for assistantships, scholarships and fellowships. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)

Students will be eligible to apply for teaching assistantships; currently, CHS has a total of 45 teaching assistantships spread across 7 departments. Faculty with external funding may provide research assistantships. Students will be encouraged to apply for scholarships and fellowships in interdisciplinary health sciences and individual disciplines. Some examples include the URI Research Foundation's grant and fellowships, as well as grants and fellowships from the National Science Foundation, National Institutes of Health, USDA, and National Institute for Mental Health.

H. ADMINISTRATION: Administrative oversight for the program should be sufficient to ensure quality.

H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.

The program will be administered by the Director of the Ph.D. in Health Sciences with input from an internal advisory board. Members of the internal advisory board will be nominated by chairs of the departments offering subplans and appointed by the Dean of CHS for a three-

year term. There will be one member from each department included in the Ph.D. program. The director will be appointed for three years by the Dean of CHS (with input from the internal advisory committee) following an open nomination period. All advisory committee members and the director are eligible to vote on matters.

The director and advisory board members will oversee admissions, curriculum, and advising. Admission and degree progression will be handled in the department where the major professor is housed.

H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program.

Program Director - 25% of their time

H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/budget_form) (https://www.riopc.edu/page/academic_program/)

There will be no new administrative salaries associated with this program. The College of Health Sciences will provide 15% of one clerical staff to perform office and related administrative duties. The Director will be given a one-course release during year 1 of the program and a two-course annual release thereafter.

I. INSTRUCTIONAL RESOURCES: The instructional resources should be sufficient in quantity, quality, and timeliness to support a successful program.

I1. Estimate the number and cost of relevant print, electronic, and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies.

None beyond existing resources.

I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment, supplies, clinical space, internships, proctors) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.

The laboratories and clinics in the College of Health Sciences are well-equipped and will be used for much of the course needs. Faculty will continue to apply for upgrades to teaching and research facilities as needs arise. Currently, no significant needs related to this proposal have been identified.

I3. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)

None. Participating faculty labs and existing instructional facilities will be used.

I4. Provide a [Library Impact Statement](#).

The library impact statement for the new program and for the newly proposed class are included in the appendix.

J. FACILITIES AND CAPITAL EQUIPMENT: Facilities and capital equipment should be sufficient in quantity, quality, and timeliness to support a successful program.

J1. Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the American with Disabilities Act and state disability statutes.

Existing resources will be used and upgraded as needed, with the addition of future anticipated grant-based funds.

J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)

None needed.

J3. Estimate the annual additional expenditures for new program facilities and capital equipment. Include this information on the Rhode Island Office of Postsecondary Commissioner [budget form](https://www.riopc.edu/page/academic_program/) (https://www.riopc.edu/page/academic_program/)

None beyond current expenditures for presently taught laboratory-related courses.

J4. Indicate whether the needed facilities are included in the institution's master plan.
Not applicable.

K. FINANCIAL CONSIDERATIONS: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.

K1. Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.

Personnel Expenditures

\$8616.00 in FY 2021 and \$17,232.00 in FYs 2022-2024 to hire per course due to course releases for the director of the Ph.D. in Health Sciences program. See section F3 for details.

\$8616.00 per year in 2023 and 2024 to cover one additional section of a statistics courses should this PhD program impact the number of sections offered by the Psychology or Computer Science and Statistics departments. See section F3 for details.

Operating Expenses

Student travel budget. Doctoral students are expected to present their research at professional conferences particularly to gain employment at the end of their program. Amount FY2020, \$10,000.00; FY 2021 \$12,000.00; FY2022, \$14,000.00; FY 2023, \$15,000.00.

K2. Revenue estimates should be provided for a similar period of time. For a new program, the appropriateness and feasibility of instituting differential tuition and/or fees should be addressed.

NOTE: Excel budget forms (Rhode Island Office of Postsecondary Commissioner https://www.riopc.edu/page/academic_program/) are self-calculating.

Revenue estimates are included in the Excel budget forms. There are currently seven Ph.D. students in Nutrition enrolled in the Biological and Environmental Sciences Ph.D. program, housed in the College of the Environment and Life Sciences (CELS), the previous home of the Nutrition and Food Sciences Department. These students will transfer to the Ph.D. program in the College of Health Sciences upon approval of this proposal. We anticipate a gradual increase in the number of PhD students after program approval, particularly once the program is fully promoted and the faculty are actively recruiting students.

For the department of Nutrition and Food Sciences, the estimated new revenue is based on consideration of past grant productivity and new faculty hires (note: SNAP-Ed and EFNEP generates \$1,650,000 per year but is not included in this revenue estimation). The revenue estimation for the remainder of the departments is a very conservative estimation based on the addition of doctoral students and recent faculty hires with higher research workloads.

	FY20	FY 21	FY22	FY23
CMD	0	0	\$25,000	\$25,000
HDF	0	\$30,000	\$50,000	\$50,000
KIN	0	\$25,000	\$50,000	\$50,000
NFS	\$400,000	\$400,000	\$400,000	\$400,000
Total	\$400,000	\$455,000	\$525,000	\$525,000

K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).

Staff reallocation: Suzanne Chapin (Administrative Assistant II, CHS Dean's Office) will devote 15% of her time to the PhD program Higher Education. This will be accomplished through streamlining current procedures in the CHS Student Services office.

External Funds: We are expecting an increase in external grant funding as described above.

L. EVALUATION: Appropriate criteria for evaluating the success of a program should be developed and used.

L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.

The institution will examine program profiles and look at student numbers, time to degree, and placement upon graduation. The URI program assessment process will be incorporated into the review process.

L2. Describe and quantify the program's criteria for success.

The criteria for success include the following:

Attracting high quality students as measured by undergraduate and master's student records (grades, research and professional profiles of students admitted into the program).

Graduating and placing students who become leaders in a health field. Success will be measured according to the percentage of incoming students who complete the program within 150% of normal time to completion. Success will also be represented according to student job placement upon graduation.

Enhancing the reputation of URI through increased publications, funding, and collaboration with scientists and healthcare providers on national and international levels. Criteria for measuring success include the amount of external revenue generated through grants and other mechanisms, the number of publications produced, and the number of successful collaborations that are realized.

L3. If the proposed program is eligible for specialized accreditation, indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.

N/A

L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.

Periodic evaluation reports will be provided by the PhD program internal advisory committee and forwarded to the Dean of the College of Health Sciences, and the Dean of the Graduate School.

APPENDIX

Library Impact Statements

- Program
- CHS 601
- CMD, HDF, KIN 691
- CMD, HDF, KIN 699

Letters of Support

Outcome Assessment Plan and Approval

Budget and Approval

LIBRARY IMPACT STATEMENT (New Program Proposal)

LIBRARIAN'S ASSESSMENT

The Collection Management Officer will complete this form as requested, assessing library materials and collections as detailed below, returning. Subject selectors who receive requests for Library Impact Statements for new programs should forward those requests to the CMO.

Program: PhD in Health Sciences_____

Department, College: College of Health Sciences_____

Faculty Member: Deborah Riebe_____

Date Received: Nov 28, 2018

Date returned to Faculty: Nov 29, 2018_____

Librarian Completing Assessment: Joanna M. Burkhardt_____

Collection Management Officer: Joanna M. Burkhardt_____

Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories? How much money is now allocated in the program subject area?

The URI Libraries have current holdings in all relevant subject categories. The 2018-19 allocations for monographic purchases are as follows: Communicative Disorders \$1500; HDF \$2500; Kinesiology \$2,000; Nutrition and Food Science \$3,000; Physical Therapy \$1500. The cost of journal subscriptions is not broken out by Department or College.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

URI has all of the essential journals noted in the Faculty Questionnaire, all of which have online access.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

No new library resources are required to support this program.

4. What information mastery sessions will be required for the students?

No information mastery sessions are required for the students. At the PhD level, most students will have some expertise in finding and using information. However, students requiring assistance may receive help at the Reference Desk or from a member of the Public Services Department, as needed.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs associated with this program.

rev 3-2-17

LIBRARY IMPACT STATEMENT (New Course Proposal)

LIBRARIAN'S ASSESSMENT

Subject selectors will complete this form as requested, assessing library materials and collections as detailed below. Send one copy of the assessment to the faculty member who requested it. Send one copy of the assessment to the Collection Management Officer.

Course: CHS 601: Seminar in Health Sciences _____

Department, College: College of Health Sciences _____

Faculty Member: Deborah Riebe _____

Date received: 11/28/18

Date returned to Faculty: 11/29/18 _____

Librarian Completing Assessment: Joanna M. Burkhardt _____

Collection Management Officer: Joanna M. Burkhardt _____

Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

6. What library holdings already exist in relevant subject categories. How much money is now allocated in the subject area?

The library has current holdings in relevant subject categories. The 2018-19 allocation for monographic purchases is as follows: Communicative Disorders \$1500; HDF \$2,000; Kinesiology \$2,000; Nutrition and Food Science \$3,000; Physical Therapy \$1500. The cost of journals is not broken out by Department or College.

7. Does URI have the essential journals as noted in the Faculty Questionnaire?

URI has online access to all of the essential journals noted in the Faculty Questionnaire.

8. What new resources are required to support the course (including media, electronic, or other non-print materials)?

No new library resources are required to support this course. Faculty are welcome to suggest additions to the monograph collection using existing subject allocations.

9. What information mastery sessions will be required for the students?

No information mastery sessions will be required for the students.

10. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs to the library for materials for this course.

Rev 6/16/15 jmb

LIBRARY IMPACT STATEMENT (New Course Proposal)
LIBRARIAN'S ASSESSMENT

Subject selectors will complete this form as requested, assessing library materials and collections as detailed below. Send one copy of the assessment to the faculty member who requested it. Send one copy of the assessment to the Collection Management Officer.

Course: CMD 691; HDF 691; KIN 691; Dissertation Research in....._

Department, College: CMD, HDF, KIN, College of Health Sciences_____

Faculty Member: Deborah Riebe_____

Date received: 11/28/18

Date returned to Faculty: _11/29/18_____

Librarian Completing Assessment: Joanna M. Burkhardt_____

Collection Management Officer: Joanna M. Burkhardt _____

Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

11. What library holdings already exist in relevant subject categories. How much money is now allocated in the subject area?

The library has current holdings in relevant subject categories. The 2018-19 allocation for monographic purchases is as follows: Communicative Disorders \$1500; HDF \$2,000; Kinesiology \$2,000; Nutrition and Food Science \$3,000; Physical Therapy \$1500. The cost of journals is not broken out by Department or College.

12. Does URI have the essential journals as noted in the Faculty Questionnaire?

URI has online access to all of the essential journals noted in the Faculty Questionnaire.

13. What new resources are required to support the course (including media, electronic, or other non-print materials)?

No new library resources are required to support this course. Faculty are welcome to suggest additions to the monograph and/or media collection using existing subject allocations.

14. What information mastery sessions will be required for the students?

No information mastery sessions will be required for the students.

15. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs to the library for materials for this course.

Rev 6/16/15 jmb

LIBRARY IMPACT STATEMENT (New Course Proposal)

LIBRARIAN'S ASSESSMENT

Subject selectors will complete this form as requested, assessing library materials and collections as detailed below. Send one copy of the assessment to the faculty member who requested it. Send one copy of the assessment to the Collection Management Officer.

Course: CMD 699; HDF 699; KIN 699; : Doctoral Dissertation Research_

Department, College: CMD, HDF, HLT, KIN, PHT, College of Health Sciences_____

Faculty Member: Deborah Riebe_____

Date received: 11/28/18

Date returned to Faculty: _11/29/18_____

Librarian Completing Assessment: Joanna M. Burkhardt_____

Collection Management Officer: Joanna M. Burkhardt _____

Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

16. What library holdings already exist in relevant subject categories. How much money is now allocated in the subject area?

The library has current holdings in relevant subject categories. The 2018-19 allocation for monographic purchases is as follows: Communicative Disorders \$1500; HDF \$2,000; Kinesiology \$2,000; Nutrition and Food Science \$3,000; Physical Therapy \$1500. The cost of journals is not broken out by Department or College.

17. Does URI have the essential journals as noted in the Faculty Questionnaire?

URI has online access to all of the essential journals noted in the Faculty Questionnaire.

18. What new resources are required to support the course (including media, electronic, or other non-print materials)?

No new library resources are required to support this course. Faculty are welcome to suggest additions to the monograph and/or media collection using existing subject allocations.

19. What information mastery sessions will be required for the students?

No information mastery sessions will be required for the students.

20. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

There are no new costs to the library for materials for this course.

Rev 6/16/15 jmb

November 8, 2018

Dr. Deborah Riebe
Associate Dean
College of Health Sciences
Independence Square, Suite P
University of Rhode Island,
Kingston, RI 02881

Dear Dr. Riebe:

The College of Nursing enthusiastically supports your proposed PhD program in Health S support and encourage students from this program, to enroll in Nur 651, Advanced Metho Research I (Qualitative Methods). This course is typically offered during the spring and fi luck as you move forward with this endeavor. Please let our college know if you need mo questions.

Sincerely,



THE
UNIVERSITY
OF RHODE ISLAND

COLLEGE OF
HEALTH SCIENCES

THINK

DEPARTMENT OF PSYCHOLOGY

Chafee Hall, 142 Flagg Road, Kingston, RI 02881 USA p: 401.874.2193 f: 401.874.2157 web.uri.edu/psychology

November 13, 2018

Dr. Deborah Riebe
Associate Dean
College of Health Sciences
Independence Square, Suite P
University of Rhode Island,
Kingston, RI 02881

Dear Dr. Riebe:

The Department of Psychology enthusiastically supports your proposed PhD program in Health Sciences. We also support and encourage students from this program, to enroll in PSY 533 (Experimental Design), PSY 533 (Advanced Quantitative Methods in Psychology) and PSY 611 (Psychological Research and Experimental Design). These courses are typically offered in the fall semester (Psy 532, 611) and the spring semester (Psy 533).. Best of luck as you move forward with this endeavor. Please let our department know if you need more assistance or have any questions.

Sincerely,

Mark L. Robbins, PhD

Digitally signed by Mark L. Robbins, PhD
Date: 2018.11.14 11:08:32 -05'00'

m

THE
UNIVERSITY
OF RHODE ISLAND

ALAN SHAWN FEINSTEIN
COLLEGE OF EDUCATION
AND PROFESSIONAL STUDIES

THINK

SCHOOL OF EDUCATION
705 Chafee Hall, 142 Flagg Road, Kingston, RI 02881 USA

December 12, 2018

Dear Dr. Riebe,

The URI/RIC Ph.D. Program Committee met today and we approve your request to include Qualitative Analysis in Educational Research as a choice for fulfilling methods requirement new Ph.D. in Health Sciences program - with two caveats.

First, we would ask that the number of Health Sciences students be kept at three or fewer given semester, to ensure our Ph.D. in Education students still maintain the benefit of our cohorts of 15 or fewer students.

Second, in the event there are 15 Ph.D. in Education students expected to register for the any one semester (not likely at all but our PhD classes are capped at 15), we reserve the right to close the course for that semester, since the course is a requirement of all Education students.

Please let us know if you have additional questions and we look forward to this collaboration.

Sincerely,



Julie Coiro, Co-Director, Ph.D. in Education
Associate Professor, University of Rhode Island
jcoiro@uri.edu

Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

AMEND
review (10/10/19)
9/10/19
Original
review:
Original
review:
*(LOOC C
subcomm

Identified programs must have clearly articulated program goals (Section I) and student learning outcomes strongly linked to curriculum and course experiences/requirements (Section II). This Assessment Plan will help programs determine the extent to which these outcomes are aligned with courses and other program requirements provide students with opportunities to develop and master the learning outcomes by graduation. As part of the Plan, programs will also create an assessment timeline (Section III) indicating when and how learning outcomes assessment will take place.¹

Program Information:

Program:	PhD, Health Sciences
Academic year plan submitted:	2019-2020
Degree(s):	PhD
Department Chair:	Deb Riebe
Program Director:	Deb Riebe
Accredited Program:	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, next accreditation report due:
Published learning outcomes (provide URL):	N/A at this time: Program will publish outcomes on website, get approval, and forward URL to SLOAA.

Section I. Program Goals:

Broad, general statements of what it means to be an effective program in terms of student learning outcomes; what the program wants students to know and be able to do upon completion of the program. Goals should relate to the mission of the department, college, or university in which the program resides. Success in achieving Goals is evaluated directly or indirectly by measuring specific outcomes (Section II) related to the goal.

#1	Graduates will develop a breadth and depth of knowledge in order to advance in their field within the health sciences.
#2	Graduates will be prepared as scholarly research professionals in their field within the health sciences.

*Add lines as necessary

Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificate Programs

Section II. Curriculum Mapping:

Across the top of the matrix, list courses and other requirements for the program. Order the requirements from left to right in chronological sequence, and add a standard description of your program requirements. Down the side, list program learning outcomes associated with goals. Using the Map Key below, indicate the degree to which an outcome will be assessed in relevant courses and by other program requirements.

Program: PhD Health Sciences		Course Numbers/Program Requirements [*]							
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Map Key I = Outcome Introduced R = Outcome Reinforced E = Outcome Emphasized </div> <p>Student Learning Outcomes (Competencies) by Goal: Statements of observable, measurable results of the educational experience, linked to program goals (Section I), that specify what a student is expected to know or be able to do throughout a program; these must be detailed and meaningful enough to guide decisions in program planning, improvement, pedagogy, and practice.</p>		In addition to specific courses, this can include internships, portfolio requirements not associated with a course number, such as thesis proposals, thesis/dissertation defenses, and comprehensive exams							
		CHS 601 Sem. in Health Sci	Statistics or Research Methods (6 cr)	Sub-plan Course Work (6 cr)	XXX 699 (12 cr) Diss. research credits	Comps ^A	Proposal Def	Dissertation Def	
Goal #1	1.1: Students demonstrate a breadth of knowledge of core principals within their discipline.	I,R*	R	I,R	I, R	E		E*	
	1.2: Students use existing scholarship to advance their depth of knowledge within their discipline.	I,R		R	E	E	E*	E*	
Goal #2	2.1: Students will apply scientific method to focused issues in order to develop the skills needed to conduct independent research and contribute to the current knowledge base within their discipline.	I,R	R,E	R	R, E	E	E*	E*	
	2.2: Students apply statistical procedures to manage, analyze, interpret and respond to patterns and trends in quantitative and qualitative data.	I	R,E	R	R,E	E	E*	E*	
	2.3: Students will be effective communicators of discipline-specific information.	I,R*			R, E	E	E*	E*	

^{*} The full list of curriculum options are in the proposal.

^{*} Designate best opportunity for program assessment using signature assignments (student artifacts)

Student Learning Outcomes Assessment Plan For Accredited and Non-Accredited Graduate Programs, all New Programs and Certificates

Section III. Assessment Timeline: Indicates when and how student learning will be assessed based on learning outcome statements and expectation curriculum map to propose an assessment timeline in which you will plan to assess the program-level student learning outcomes.

Note: Specify a 6-year plan for assessment to represent **3 two-year reporting periods**:

- Assessment Reporting Period 1: the first academic year in which the program would plan to assess at least one outcome
- Assessment Reporting Period 2: follows two years later, with plans defined for assessing another outcome(s).
- Assessment Reporting Period 3: follows two years later, with plans defined for assessing additional outcome(s).

All goal areas should be assessed by at least one outcome during the 6-year plan.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment
	<u>WHICH</u> outcome(s) will you examine in each period (use number(s) from curriculum map, e.g. 1.1)	<u>WHERE</u> will you look for evidence of student learning (i.e., what course(s)/program requirements)? Designate for each outcome.	<u>WHAT</u> student work or other evidence will you examine in order to generate conclusions and recommendations? Designate for each requirement.	<u>HOW</u> will you look for the evidence? Designate the source of evidence.
Assessment Reporting Period 1 Report Due May 2022*	1.1 2.3	601 601	Class oral presentation Class oral presentation (The presentation is planned to be a journal-club style presentation on a recent publication in student's field)	Rubric** Rubric**
Assessment Reporting Period 2 Report Due May 2024	1.2***	Proposal Defense	Proposal	Rubric (the NFS proposal used at first and modified)
Assessment Reporting Period 3 Report Due May 2026	2.1 2.2	Dissert Defense Dissert Defense	Proposal and Dissertation Proposal and Dissertation	Rubric (the NFS defense used at first and modified) Rubric*

* Initial reporting year is established by the program and will depend on the anticipated timeframe for program implementation.

** Rubrics will be created or adapted from rubrics currently in use by program faculty with defined criteria and performance levels.

*** It is possible that Proposals and Dissert defenses could be used to evaluate it – it depends on students changing over from CELS to CHS once the program gets approved.

Note: Dates for assessing student learning outcomes align with student's progression in the program to the dissertation proposal and defense. The outcomes measured in the first course, the seminar, were chosen first for the first cohort.



THE
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THINK BIG



BUDGET AND FINANCIAL PLANNING

Adams House, 85 Upper College Road, Kingston, RI 02881 USA p: 401.874.2509 web.uri.edu/budget

DATE: September 18, 2019

TO: Nasser Zawia
Dean, Graduate School

FROM: Linda Barrett
Director, Budget and Financial Planning

SUBJECT: Proposal for a Ph.D. degree in Health Sciences

The Graduate School requested changes to the original proposal for this program. Thus, this memo updates the 14, 2018 memo originally sent to the Graduate School.

As requested in an email from Deborah Riebe, Associate Dean in the College of Health Sciences, dated December 14, 2018, and additional information received on September 6, 2019, the Budget and Financial Planning Office has revised the proposal with the changes reflected for a Ph.D. degree in Health Sciences.

According to the proposal, the Ph.D. degree in Health Sciences will require additional funding for per course student travel as stated in the proposal.

The proposal indicates that the new program will focus on health, wellness, and quality of life across the life cycle, bringing together faculty and students to solve important health related problems through a mix of basic, translational, and transactional science, as well as an opportunity to gain experience in the various disciplines that make up health and provide them an opportunity for advanced content knowledge and training in one discipline or another area. This Ph.D. track within the Health Sciences track would be unique throughout Rhode Island.

The Budget and Financial Planning Office, including communications with Enrollment Services, concurs that the Ph.D. degree in Health Sciences is not anticipated to have an impact on the Fund 100 unrestricted budget. The program utilizes existing resources and has the potential to contribute positively to the revenue in future years.

Please let us know if you require any further information.

cc:	Donald DeHayes	Dean Libutti
	Matthew Bodah	Gary Liguori
	Deborah Riebe	Margaret Benz
	Brian Quilliam	Joanne Lawrence
	Cheryl Hinkson	Colleen Robillard

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance.

3

Choose one: ☐ Full-time ☐ Part-time ☒ Combination of full- and part-time

REVENUE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022		Year 4 2023
Tuition: In-State	\$13,734		\$13,734		\$13,734		\$13,734
Tuition: Out-State	\$26,512		\$26,512		\$26,512		\$26,512
Tuition: Regional	\$20,602		\$20,602		\$20,602		\$20,602
Mandatory fees per student	\$1,780		\$1,780		\$1,780		\$1,780
FTE # of New Students: In-State	2		2		2		
FTE # of New Students: Out-State	1		2		2		
# of In-State FTE students transferring in from the institution's existing programs	7						
# of Out-State FTE students transferring in from the institution's existing programs	0						
	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue
TUITION AND FEES							
First Year Students							
In-State tuition	\$27,468.00	\$96,138.00	\$27,468.00	\$0.00	\$27,468.00	\$0.00	\$27,468.00
Out-of-State tuition	\$26,512.00	\$0.00	\$53,024.00	\$0.00	\$53,024.00	\$0.00	\$53,024.00
Regional tuition							
Mandatory fees	\$5,340.00	\$12,460.00	\$7,120.00	\$0.00	\$7,120.00	\$0.00	\$7,120.00
Second Year Students							
In-State tuition			\$27,468.00	\$96,138.00	\$27,468.00	\$0.00	\$27,468.00
Out-of-State tuition			\$26,512.00	\$0.00	\$53,024.00	\$0.00	\$53,024.00
Regional tuition							
Mandatory fees			\$5,340.00	\$12,460.00	\$7,120.00	\$0.00	\$7,120.00
Third Year Students							
In-State tuition							
Out-of-State tuition							
Regional tuition							
Mandatory fees							
Fourth Year Students							
In-State tuition							
Out-of-State tuition							
Regional tuition							
Mandatory fees							
Total Tuition and Fees	\$59,320.00	\$108,598.00	\$146,932.00	\$108,598.00	\$175,224.00	\$0.00	\$175,224.00
GRANTS	\$400,000.00		\$455,000.00		\$575,000.00		\$575,000.00

ACADEMIC PROGRAM BUDGET FORM

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Page 2 of 3

EXPENDITURE ESTIMATES

	Year 1 2021		Year 2 2022		Year 3 2023		Year 4 2024	
	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
PERSONNEL SERVICES								
Administrators								
Faculty								
Support Staff*				\$0.00		\$0.00		
Others**	\$8,616.00		\$17,232.00		\$17,232.00		\$17,232.00	
Fringe Benefits %								
Total Personnel	\$8,616.00		\$17,232.00		\$25,848.00	\$0.00	\$25,848.00	
OPERATING EXPENSES								
Instructional Resources								
Other (specify) ^	\$10,000.00		\$12,000.00		\$14,000.00		\$15,000.00	
Total Operating Expenses	\$10,000.00	\$0.00	\$12,000.00	\$0.00	\$14,000.00	\$0.00	\$15,000.00	
CAPITAL								
Facilities								
Equipment								
Other								
Total Capital	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
NET STUDENT ASSISTANCE								
Assistantships								
Fellowships								
Stipends/Scholarships								
Total Student Assistance	\$0.00		\$0.00		\$0.00		\$0.00	

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time attendance. Page 3 of 3

	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
Total Revenue	\$567,918.00	\$710,530.00	\$700,224.00	\$700,224.00
Total Expenses	\$18,616.00	\$29,232.00	\$39,848.00	\$40,848.00
Excess/Deficiency	\$549,302.00	\$681,298.00	\$660,376.00	\$659,376.00
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	\$108,598.00	\$108,598.00	\$0.00	\$0.00
Total Expenses	\$0.00	\$0.00	\$0.00	\$0.00
Excess/Deficiency	\$108,598.00	\$108,598.00	\$0.00	\$0.00
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	\$459,320.00	\$601,932.00	\$700,224.00	\$700,224.00
Resources Required for Program	\$18,616.00	\$29,232.00	\$39,848.00	\$40,848.00
Excess/Deficiency	\$440,704.00	\$572,700.00	\$660,376.00	\$659,376.00